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ABSTRACT

A sample of 214 rural citizens in Iowa's Crawford and Ida Counties were surveyed to gather information on community attitudes towards the care of children and other family members. The sampled group closely paralleled the area's 1980 census norms, except in the proportion of males to females. Respondents perceived community problems with parent-child relations more frequently than they perceived other family problems. Over 25% knew of an abused child; over 40%, of a neglected child. Nearly half wanted to know where to get help for an abused child. Over 66% felt that child abuse was a community problem. Respondents were most likely to call a minister for advice about abuse. Respondents rated the most important community family service as court adoption of a hard line towards abusive parents, followed by recreation programs and communication programs for parents and children. Respondents were intolerant of child abuse. Most who were aware of child neglect did not know of an agency dealing with abuse. Older residents and long-term residents were less negative about child abuse than younger, more educated respondents with higher incomes and respondents with children under five years of age, who were more likely to serve in child abuse programs. (SB)

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AN ASSESSMENT OF PERCEPTIONS TOWARDS CHILDREN AND FAMILY ISSUES: A STUDY OF HOW RURAL CITIZENS PERCEIVE CHILD ABUSE AND NEGLECT

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Final Report

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July 1982

A Report Submitted To:
The Crawford and Ida Counties Council on Child Abuse and Neglect, Inc.

RC014603

CHAPTER 1

INTRODUCTION*

The Children and Family Issues Assessment Study was initiated by The Crawford and Ida Counties Councel on Child Abuse and Neglect, Inc. Council members represent a variety of groups and organizations throughout the two county area that are interested in the prevention and treatment of child abuse and neglect. The Council appointed a steering committee from its members that provided a variety of views into the questionnaire construction. The steering committee's suggestions were used to develop a questionnaire which examined: problem identification, personal experiences, attitudes toward community actors, proposed solutions, and family actors. It should be noted the objective of the survey was not to determine incidence of family violence but to gather information of the community's attitudes toward the care of children and other family members.

Field Work

Before surveying the two county area (Figure 1), a pretest was completed to make certain that the questionnaire was easy to understand. About 25 individuals who had little or no involvement in constructing the questionnaire were asked to complete it. They also completed an evaluation form. Based upon the comments received, the questionnaire was revised and finalized in July, 1981.

Following publicity explaining the purpose and sponsorship of the survey, volunteers distributed questionnaires to a sample of households in Crawford and Ida counties. These local volunteers, who donated many hours of their time, were trained by the Iowa State University Extension Staff. They were instructed to restate the purpose of the survey, review its content, and distribute and pick up questionnaires at designated households.

In situations where households included both male and female co-heads, volunteers were instructed to alternate their requests, asking the male in the first household to fill out the questionnaire, the female in the second, and so on. Using this procedure, an attempt was made at getting a reasonable representation of both male and female residents. Names and addresses did not appear on the questionnaire to assure confidentiality. A total of 390 questionnaires were distributed to area households. Of those contacted, 214 completed the forms for a response rate of 55 percent. A more detailed explanation of the confidence we can have in the sample is provided in Appendix A.

Overview

Altogether, 7666 households were included on a master list which was taken from school censuses, utility lists, and plat books. The decision was

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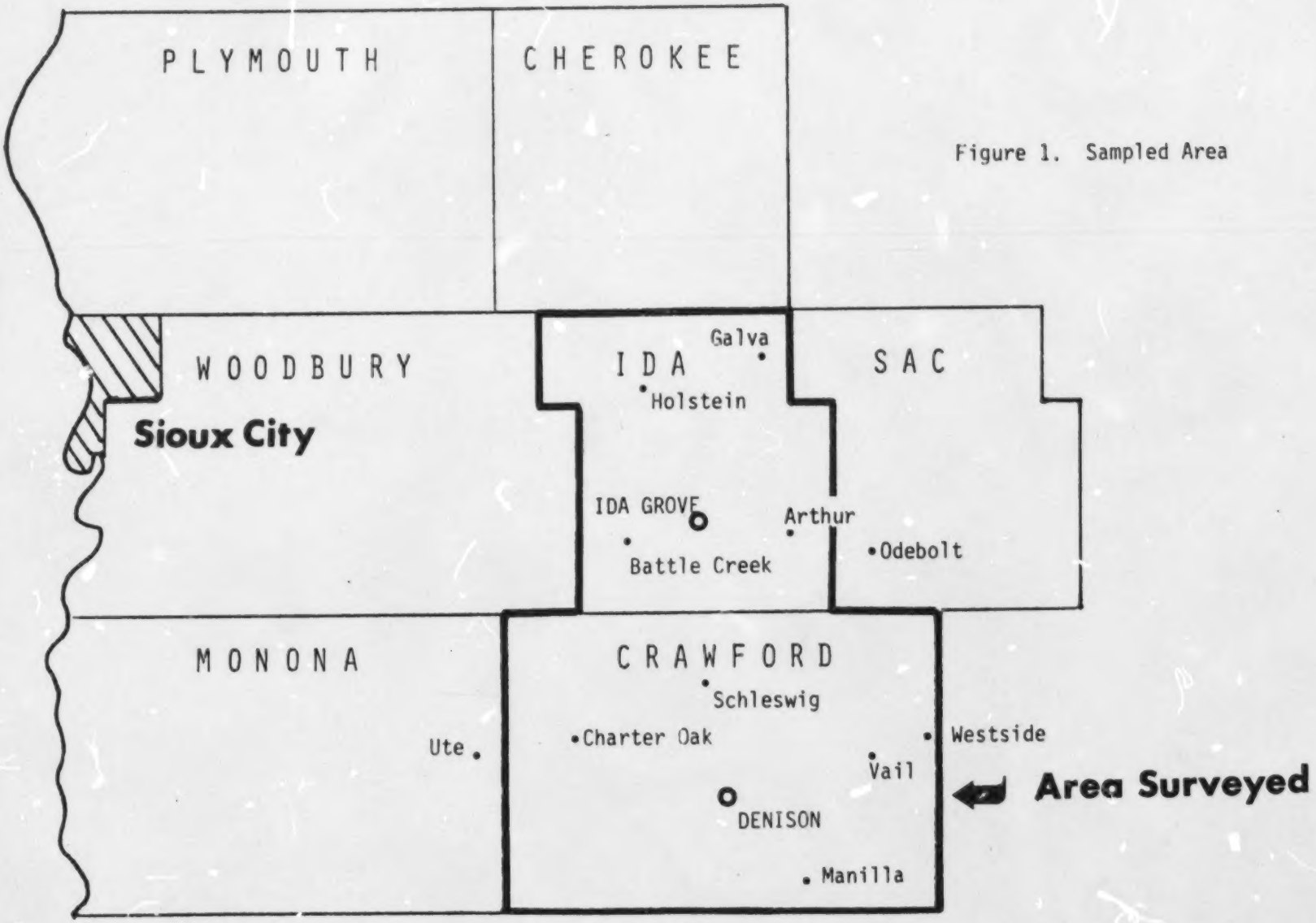

Figure 1. Sampled Area

made to achieve what is called a 95 confidence in the information collected. Given the number of households, 383 were needed to achieve 95 percent confidence under probability principles. The 383 was increased to 440 to take into consideration attrition due to death, those no longer living in the survery area, and other reasons which would eliminate the person from consideration as a potential respondent. Thus, we randomly selected 440 households from the master list.

The 95 percent confidence is statistical jargon for telling us how much faith we can have in survey findings. Since we did not get information from all 7666 households, there is a certain margin for error that can be statistically determined. As an example, if all the 440 questionnaires were analyzed in a "yes" or "no" question, the confidence limit would be a plus or minus 4%. In other words, 19 out of 20 times the percent of the total population that would say "yes" would fall somewhere between 76 to 84 percent. If we divide our sample into subgroups, the margin of error increases. As an example, if in our sample there were only 50 people between the ages of 25 and 35 and 80% of those people answered "yes" to our original question, the margin of error would increase to a plus or minus 11 percent. In this case, we could state nineteen out of twenty times that of the total population age 25 to 35, somehwere between 69% to 91% would answer "yes". Therefore, the rule to keep in mind as the reader reviews this report is that as the number of respondents in a particular catagory decreases, the margin for error around the population projection increases.

Finally, keep in mind the importance of our reference to the entire 440 questionnaires. Obviously, not all the questionnaires were returned. Anything short of the total may lead to bias in the results. However, biases that may occur as a result of people's unwillingness to complete the questionnaire is beyond the reach of statistical measurement.

Acknowledgements

Numerous individuals and organizations are to be commended for their support of this project. The Crawford and Ida Councel on Child Abuse provided leadership and funds for computing costs. The volunteers who distributed and collected the questionnaires provided an indispensable service. At the risk of overlooking someone, mention will be made of some of the individuals who played a major role in this project.

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CHAPTER II

A PROFILE OF PARTICIPANTS IN THE CRAWFORD AND IDA COUNTIES CHILDREN AND FAMILY ISSUES

When a sample of heads of households is drawn to provide information about the entire community a major concern is that the responses of the sampled individuals represent all the heads of households in the community. (In the case of this two county study, "community" is defined broadly to encompass both Crawford and Ida counties.) By examining some personal and social characteristics of the survey respondent, we may determine whether a group or catagory of individuals is under- or over- represented in the sample of respondents. One benchmark for this comparison is the 1980 census data for Crawford and Ida counties.

The average age of the respondent was 46. A comparison of the age distribution of survey respondents with 1980 census data shows a slight over-representation of the age group 45 to 54 and a slight under-representation of the 65 and over groups. (Table 1). The remaining groups closely parallel the distribution of ages in the 1980 census. The average number of persons per household among respondents was 2.8 compared with 3.1 persons per household as indicated by the census.

A comparison of married respondents to non-married respondents with the 1980 census data indicates a slight over-respresentation of the "married" catagory. (Table 2). However, the ages of respondents begins at 20, whereas the ages of census analysis of marital status begins at 15 which would likely allow for this discrepancy. The greatest difference between the group profile of the respondents and the 1980 census data lies in the division of the sexes (Table 3). The census shows a 48% male and a 52% female division. This did raise a concern with the authors of this report. It will be pointed out in the report where the sex of respondent made a significant difference as to how the respondent was likely to answer a specific question.

Additional social and demographic data may be found in Tables 4 through 10. No comparisons could be made with the 1980 census since data pertaining to those population breakdowns were a yet unavailable at this writing. As indicated by these tables, the "average" respondent lived in a city or town, had completed high school, and was likely to be employed full time in the county seat towns of Denison or Ida Grove with an annual family income of between $15,000 to $24,999.

Table 1. Distribution of respondents by age compared with 1980 census data.

Age	1980 Census	Survey
20-34	31.2%	29.7%
35-44	14.9%	15.8%
45-54	15.0%	22.5%
55-64	16.1%	18.7%
65+	22.9%	13.4%

Table 2. Distribution of respondents by marital status compared with 1980 census data.

	1980 Census	Survey
Married	81%	89%
Separated, Divorced, Widowed	19%	11%

Table 3. Distribution of respondent by sex compared with 1980 census data.

Sex	1980 Census	Survey
Male	48%	34%
Female	52%	66%

Table 4. Distribution of respondents by place of residence.

Town, City	71%
Farm	25%
Rural, Non Farm	5%

Table 5. Distribution of respondents by level of education.

Elementary	8%
Some High School	7%
Completed High School	46%
Some College	26%
College Graduate	6%
Attended Grad. School	7%

Table 6. Distribution of respondents and spouses by employment status.

	Respondent	Spouse
FT Employed	42%	63%
PT Employed	13%	8%
Retired	15%	11%
FT Homemaker	28%	14%
Other	2%	4%

Table 7. Distribution of respondents and spouses by occupational status.

Occupation	Respondent	Spouse
Professional	19%	7%
Managerial	11%	9%
Sales Worker	7%	11%
Clerical	16%	6%
Craftsman	6%	12%
Operatives	3%	3%
Transport	1%	7%
Laborers	8%	16%
Farmers	15%	23%
Service Workers	14%	6%

Table 8. Distribution of respondents by location of employment.

City	Respondent	Spouse
Denison	39%	31%
Ida Grove	16%	22%
Manilla	7%	7%
Odebolt	3%	3%
Manning	10%	18%
Schleswig	1%	4%
Other	23%	16%

Table 9. Distribution of respondents by school district location.

School	Percent
Denison	32%
Ar-We-Va	7%
Dow City	4%
Schleswig	7%
Charter Oak-Ute	5%
Manilla	8%
Ida Grove	15%
Battle Creek	5%
Galva Holstein	16%
Odebolt-Anthon	2%

Table 10. Distribution of respondents by annual family income.

Income	Percent
$ 5,000	6%
$ 5,000 - 7,999	6%
$ 8,000 - 11,999	10%
$12,000 - 14,999	17%
$15,000 - 24,999	31%
$25,000 - 34,999	19%
$35,000 or more	12%

CHAPTER III

DESCRIPTIVE ANALYSIS

Overview

This chapter has been designed to provide the reader with an overview as to how the respondents answered the questions presented to them. To satisfy the careful analyst, Appendix A contains the exact wording of all questions, along with responses, including no response. Using this data, one can reconstruct the survey results in whatever style is desired.

Frequency and Seriousness of Family Problems

Respondents to the "Children and Family Issues Assessment Study" questionnaire were asked to indicate the perceived seriousness and frequency in which a series of family problems occurred in their community. Each respondent was to indicate the percentage of all children with each problem. Response catagories ranged from 0% to "over 50%". Additionally, the respondents were asked if the problem was considered to be "very serious", "somewhat serious", or "not at all serious".

Problems with parent-child relations were perceived with the most frequency (Table 4) and as most serious (Table 5). Two exceptions to this trend are noted. "Parents physically hurting their children when angry" was generally seen as a serious problem but not occurring with as much frequency as most of the other parent-child relations problems listed. "Parents not giving their children necessary things..." was perceived generally to occur to less than 6% of the children in the area and was seen as a less serious problem by most respondents.

Regarding the non-reporting of child abuse to the proper authorities, non-reporting by relatives and neighbors was seen as more of a problem than by the other community actors listed. Non-reporting of child abuse by relatives and neighbors was seen to affect 6 to 10 percent of the children in the area and was generally perceived to be a somewhat or a very serious problem. Abused children not being reported to authorities by ministers and children being physically hurt by teachers received the lowest overall ratings as problem areas.

Respondents' Experiences

Over one-fourth of the respondents knew of a child that has been hurt or injured by an adult and nearly two-fifths knew of a child that they perceived to be neglected (Table 6). Nearly half wanted to know where to call for help for an abused child and over one-third wanted to know where to call for aid for an abused adult. Less than half of the respondents knew of an agency that assisted abused children, abused women, or abused elderly.

Attitudes Toward Services

Almost three-fourths of the respondents did not know if abused children are receiving good care in their community. (Table 6.) Less than 10% felt that too much money was being spent on programs that deal with families that abuse children or with abused children themselves. Over two-thirds indicated they felt that the community should be involved with child abuse, and that it was a community problem.

Attitudes Toward Community Actors

When asked how positive or negative they would feel toward seeking advise from a list of community actors regarding an abused child, the local minister or priest received the most positive response. (Table 8). Also receiving generally high positive responses were "social worker", "police chief/sheriff", and "a doctor". Only two community actors received an average negative response, "the mayor" and "a newspaper editor".

Attitudes Toward The Importance Of Actual Or Proposed Programs

A list of 32 actual or proposed family services and facilities was presented to each respondent. They were asked to rate the relative importance of each program or facility listed on a scale of 1 (very important) to 4 (not important). The respondent could choose "Very Important", "Important", "Somewhat Important", "Not Important" or if unsure "Don't Know". Adoption of a hard line by the courts on abusive parents received the highest overall rating as most important.

Recreation programs for children and recreation programs shared by children and their families tended to be rated as important. Considered to be generally important were school programs to deal with problems of dropout and truancy and programs to assist parents and children with communication skills. Also rated high on the importance scale were programs enabling children to speak with police and other public agency personnel. The two proposed activities that received the overall lowest importance rating were the elimination of tracking systems or ability groupings in school and a bill of rights for children.

Table 4. Perceived frequency of family problems in the community.

Problem statement	Average rating of the percentage of children with problems. 0% 1	1-5% 2	6-10% 3	11-25% 4	20-50% 5	Over 50% 6
1. Parents not spending enough time with children.						4.49
2. Parents not understanding children's problems.						4.32
3. Parents not providing good supervision or control.						4.15
4. Parents lack interest in their children.						3.67
5. No adult with whom children can talk over their problems.						3.60
6. Abused children not being reported by relatives.						3.49
7. Children not recieving parent ed. classes.						3.47
8. Neighbors not knowing or caring about each other.						3.32
9. Abused children not being reported by neighbors.						3.23
10. Parents physically hurting their children.						3.02
11. Children being physically hurt by other kids in school.						2.94
12. Abused children not being reported by police.						2.91
13. Abused children not being reported by teachers.						2.45
14. Parents not giving their children necessities.						2.23
15. Abused children not being reported by doctors.						2.21
16. Abused children not being reported by hospitals.						2.06
17. Abused children not being reported by ministers.						1.98
18. Children being physically hurt by teachers when disciplined.						1.68

Table 5. Perceived seriousness of family problems in the community.

Problem statement	Average rating of seriousness		
	Very serious 1	Somewhat serious 2	No at all serious 3
1. Parents not spending enough time with children.	1.59		
2. Parents not providing good supervision or control.	1.61		
3. Parents lack interest in their children	1.74		
4. Abused children not being reported by relatives.	1.76		
5. Parents physically hurting their children.	1.80		
6. Parents not understanding children's problems.	1.80		
7. No adult with whom children can talk over their problems.	1.82		
8. Abused children not being reported by neighbors.	1.87		
9. Children being physically hurt by other kids in school.	1.98		
10. Abused children not being reported by police.	2.03		
11. Abused children not being reported by teachers.	2.03		
12. Parents not giving their children the necessities.	2.06		
13. Children not receiving parent ed. classes.	2.08		
14. Abused children not being reported by doctors.	2.16		
15. Neighbors not knowing or caring about each other.	2.17		
16. Abused children not being reported by hospitals.	2.20		
17. Abused children not being reported by ministers.	2.30		
18. Children being physically hurt by teachers when disciplined.	2.54		

Table 6. Respondents experiences with stated family problems.

Experiences	Percent responding	
	Yes	No
1. Knowledge of child hurt or injured by adults.	25.5%	74.5%
2. Knowledge of a neglected child.	44.1%	55.9%
3. Knowledge of who to call for help for an abused child.	47.9%	52.1%
4. Knowledge of who to call for help for an abused adult.	36.5%	63.5%
5. Heard of an agency that deals with child abuse.	45.8%	54.2%
6. Heard of an agency that helps abused women.	32.4%	67.6%

Table 7. Respondents attitudes toward overall child abuse and neglect services.

Statements relating to present services.	Percent responding		
	Agree	Disagree	Don't know
1. Abused and neglected children in this community are receiving good care.	13.6%	14.1%	72.3%
2. Too much money is spent in this community on families that abuse children.	7.8%	35.4%	56.6%
3. Too much money is spent in this community on programs that deal with child abuse.	5.1%	47.2%	47.7%
4. Too many people in this community get involved in child abuse -- it's a family problem not a community problem.	4.6%	66.1%	26.6%

Table 8. Atitudes in seeking advice on child abuse from community actors.

Community actor	Average rating
	Positive 1 2 3 Neutral 4 5 6 Negative 7
1. A minister or priest	1.92
2. A social worker	2.11
3. A police chief/sheriff	2.15
4. A doctor	2.23
5. A police officer/deputy sheriff	2.46
6. A school guidance counselor	2.51
7. A mental health counselor	2.63
8. A nurse	2.75
9. A school principal	2.76
10. A psychologist	2.82
11. A teacher	2.86
12. A lawyer	2.93
13. A probation officer	3.01
14. A county attorney	3.06
15. A judge	3.14
16. A youth group leader	3.51
17. A neighbor	3.68
18. A coach	3.69
19. The mayor	4.04
20. A newspaper editor	4.99

Table 9. Respondents ratings of the importance of proposed or actual programs and facilities.

Service/Facility	% Reporting				
	Average ranking	Very import.	Import.	Some-what import.	Not import	Don't know/ Missing
Hard line by courts	1.61	50%	32%	8%	3%	7%
Organized rec. programs for children	1.88	37%	37%	17%	4%	4%
Dropout & truancy prevention	1.92	33%	38%	20%	2%	7%
Family recreation programs	1.96	34%	33%	22%	4%	8%
Parent/child communication programs	1.97	29%	41%	18%	4%	8%
Children/Authorities communication programs	1.98	32%	38%	21%	4%	6%
Temporary crisis centers	2.01	28%	38%	19%	5%	11%
Individual counseling programs	2.04	26%	39%	23%	4%	9%
Family counseling programs	2.07	24%	39%	22%	4%	10%
Availability of recreation facilities	2.08	32%	32%	27%	6%	4%
Release of emotions counseling	2.08	28%	34%	19%	8%	11%
Child involvement in school activities	2.09	26%	38%	21%	7%	8%
Hot lines for family problems	2.09	25%	38%	20%	6%	10%
Legislation for juvenile offenders	2.10	25%	36%	20%	7%	10%
Coordination of existing services	2.15	18%	38%	24%	3%	16%
Multi-service counseling centers	2.16	24%	36%	27%	6%	7%
Parenting programs	2.17	22%	36%	26%	6%	11%
Child encounter groups	2.17	20%	37%	21%	6%	16%
Remedial programs for potential droupouts	2.18	21%	37%	28%	4%	10%
Remove trouble makers from school	2.23	23%	31%	22%	11%	14%
School program for dropouts	2.23	19%	36%	24%	7%	13%
Drop-in childcare facility	2.25	22%	28%	25%	9%	17%
Evaluation of existing services	2.27	21%	30%	29%	8%	12%
Separation of known trouble - makers into smaller classes	2.27	19%	30%	25%	8%	18%

Table 9. Respondents ratings of the importance of proposed or actual programs and facilities. (Continued)

Service/Facility	Average ranking	% Reporting				
		Very import.	Import.	Some-what import.	Not import.	Don't know/ Missing
Change school attendance regulations	2.27	21%	32%	18%	13%	16%
Pre-parenting programs	2.29	19%	32%	29%	7%	13%
Civic affairs programs for children	2.30	15%	39%	31%	6%	9%
Child need assessment progr[illegible]	2.32	18%	34%	28%	10%	10%
Child care facility	2.35	21%	27%	25%	13%	13%
Legal services for children	2.62	7%	29%	30%	13%	20%
Elimination of school ability groupings	2.81	6%	18%	24%	17%	35%
Bill of rights for children	2.89	8%	19%	25%	25%	23%

Semantic Differential of Family and Community Actors

The semantic differential developed by Charles E. Osgood and described by him and his collaborators in The Measurement of Meaning (Urbana, Illinois: University of Illinois Press, 1957) measures perceptions and orientations toward social and other objects. This attitudinal technique was chosen for several reasons. The semantic differential provides an objective measure of subjective meaning, and the data obtained are quantifiable into equal-interval units, permitting higher-level statistics to be performed. In addition, the semantic differential brings beliefs to the surface unobtrusively, so that the possibility of socially-acceptable response bias tendencies is minimized. Lastly, the semantic differential has been used extensively in social science research over the last 25 years. This technique is respected by social scientists for its high validity and reliability. There is much comparison data in existence. The measurement is accomplished by means of sets of "polar" adjectives (e.g., dangerous - safe, bad - good, etc.) used as end-points of scales. The family and community actors evaluated by the respondents on 35 polar adjective sets were: children, parents, mothers, fathers, child abusers, and those who report child abusers to the authorities.

The respondents' responses to the semantic differential were analyzed using means of each polar adjective set and factor analysis. Factor analysis is a generalized procedure for locating and defining dimensional space among a large group of variables. The major use of factor analysis by social scientists is to locate a small number of valid dimensions, clusters, or factors contained in a larger set of independent items or variables. Thus, factor analysis helps determine the degree to which several variables are part of a common underlying phenomenon. The clusters of variables can then be added up to formulate scale means.

The semantic differential responses to the six actor concepts in terms of the 35 polar adjective sets used (scored 1 through 7, with the highest number being the most positive), when subjected to factor analysis, resulted in two major factors per concept (Table 10). The first factor we have called the Social Role Factor and the second factor we have labeled the Social Actor Factor. Note that there is a reversal in the Child Abuser Reporters Factors so that factor 1 is the Social Actor Factor and facter 2 is the Social Role Factor.

Factor 1 of each actor concept contain the same variables, with the addition of "destructive" and the deletion of "pacifier" for child abusers. Fewer variables appear in the social role factor of Child Abuser Reporters.

The means of each of the actor concepts Children, Parents, Mothers, Fathers and Child Abuser Reporters show positive perceptions of the respondents. As expected, the means of the variables evaluating child abusers indicates negative perceptions. Generally, Mothers are perceived as the most positive among the actors presented to the respondents.

TABLE 10. FACTOR ANALYSIS OF SEMANTIC DIFFERENTIAL SCALES

CHILDREN

FACTOR 1	FACTOR 2
Reasonable (M = 5.4)	Asset (M = 5.4)
Reassuring (M = 5.7)	Respected (M = 4.9)
Concerned (M = 5.3)	Safe (M = 5.2)
Generous (M = 5.3)	Optimistic (M = 5.2)
Pacifier (M = 4.6)	Trustworthy (M = 5.3)
Stable (M = 5.3)	Good (M = 5.7)
Efficient (M = 4.9)	
Flexible (M = 5.6)	
Agreeable (M = 4.9)	

PARENTS

FACTOR 1	FACTOR 2
Generous (M = 5.5)	Safe (M = 5.6)
Stable (M = 5.6)	Practical (M = 4.9)
Successful (M = 5.5)	Trustworthy (M = 5.5)
Experienced (M = 5.5)	Worker (M = 5.6)
Dependable (M = 5.7)	Responsible (M = 5.5)
Efficient (M = 5.5)	Constructive (M = 5.5)
Active (M = 5.5)	Fair (M = 5.5)
Flexible (M = 5.2)	
Agreeable (M = 5.3)	

TABLE 10. FACTOR ANALYSIS OF SEMANTIC DIFFERENTIAL SCALES (CONTINUED)

MOTHERS

FACTOR 1	FACTOR 2
REASONABLE (M = 5.8)	ASSET (M = 5.5)
REASSURING (M = 6.0)	RESPECTED (M = 5.4)
CONCERNED (M = 6.2)	SAFE (M = 5.8)
GENEROUS (M = 5.9)	TRUSTWORTHY (M = 5.7)
PACIFIER (M = 5.5)	WORKER (M = 5.8)
STABLE (M = 5.7)	RESPONSIBLE (M = 5.7)
SUCCESSFUL (M = 5.5)	GOOD (M = 5.8)
EXPERIENCED (M = 5.5)	CONSTRUCTIVE (M = 5.6)
DEPENDABLE (M = 6.0)	STRONG (M = 5.4)
EFFICIENT (M = 5.8)	FAIR (M = 5.7)
ACTIVE (M = 5.8)	
FLEXIBLE (M = 5.4)	
TRUSTING (M = 5.6)	
AGREEABLE (M = 5.4)	

TABLE 10. FACTOR ANALYSIS OF SEMANTIC DIFFERENTIAL SCALES (CONTINUED)

FATHERS

FACTOR 1	FACTOR 2
REASONABLE (M = 5.6)	LEADER (M = 5.9)
REASSURING (M = 5.5)	RESPECTED (M = 5.7)
CONCERNED (M = 5.9)	SAFE (M = 5.7)
GENEROUS (M = 5.6)	POWERFUL (M = 5.7)
PACIFIER (M = 4.9)	TRUSTWORTHY (M = 5.6)
STABLE (M = 5.7)	WORKER (M = 5.9)
SUCCESSFUL (M = 5.9)	RESPECTED (M = 5.7)
EXPERIENCED (M = 5.6)	GOOD (M = 5.8)
DEPENDABLE (M = 5.8)	CONSTRUCTIVE (M = 5.6)
EFFICIENT (M = 5.6)	STRONG (M = 5.8)
ACTIVE (M = 5.7)	FAIR (M = 5.5)
FLEXIBLE (M = 4.9)	
TRUSTING (M = 5.3)	
AGREEABLE (M = 5.2)	

TABLE 10. FACTOR ANALYSIS OF SEMANTIC DIFFERENTIAL SCALES (CONTINUED)

CHILD ABUSERS

FACTOR 1	FACTOR 2
UNREASONABLE (M = 2.0)	DANGEROUS (M = 1.9)
THREATENING (M = 1.9)	DECEITFUL (M = 2.3)
UNCONCERNED (M = 2.4)	BAD (M = 2.0)
PETTY (M = 2.4)	UNFAIR (M = 2.0)
UNSTABLE (M = 1.9)	
UNSUCCESSFUL (M = 2.2)	
INEXPERIENCED (M = 2.7)	
UNDEPENDABLE (M = 2.2)	
INEFFICIENT (M = 2.4)	
RIGID (M = 2.7)	
DESTRUCTIVE (M = 2.0)	
SUSPICIOUS (M = 2.2)	
CONTRARY (M = 2.3)	

TABLE 10. FACTOR ANALYSIS OF SEMANTIC DIFFERENTIAL SCALES (CONTINUED)

THOSE WHO REPORT CHILD ABUSERS
TO THE AUTHORITIES

FACTOR 1	FACTOR 2
ASSET (M = 5.6)	STABLE (M = 5.7)
LEADER (M = 5.5)	SUCCESSFUL (M = 5.5)
TRUSTWORTHY (M = 5.7)	EXPERIENCED (M = 5.3)
RESPONSIBLE (M = 5.9)	DEPENDABLE (M = 5.8)
GOOD (M = 5.9)	EFFICIENT (M = 5.7)
CONSTRUCTIVE (M = 5.8)	FLEXIBLE (M = 4.8)
STRONG (M = 5.6)	
FAIR (M = 5.9)	

CHAPTER IV

ANALYTICAL ANALYSIS

Overview

This chapter presents cross-tabulations and correlational analysis of the data in order to more extensively explore the respondents orientations and perceptions and to determine variable relationships.

Respondents' Experiences

The respondents were asked questions regarding their knowledge of children in their community who have been hurt or injured by adults and neglected and not properly cared for by adults. The subjects were also asked if they wondered about who to call regarding help for an abused child, who to call regarding help for an abused adult, knowledge of local agencies that deal with child abuse, spouse abuse, and abuse of the elderly. Table 11 shows the cross-tabulations of question, "Do you know of any child in your community that has been hurt or injured by adults?" with question, "Have you ever wanted to know who to call for help for an abused child?" A significant proportion (66%) of those who stated they know of children hurt by adults, wanted to know who to call for help regarding those incidences. Table 12 indicates the cross-tabulations of question, "Do you know of any child in your community that has been hurt or injured by adults?" with question, "Have you ever heard of any local agency that deals with child abuse?" A significant proportion (65%) of those who know of hurt children, have heard of agencies that deal with child abuse. Thus, our subjects appear to be aware of agencies, but the specifics regarding who to initially contact when a problem is identified is ambigious.

The problem of obtaining assistance for the neglected child is more apparent than with the abused child. Table 13 shows the cross-tabulations of question, "Do you know of any child in your community that is neglected and not taken care of properly?" with question, "Have you ever wanted to know who to call for help for an abused child?" A significant proportion (68%) know of neglected children and wonder who to contact for help for these children. Table 14, indicates the cross-tabulations for question, "Do you know of any child in your community that is neglected and not taken care of properly?' with question, "Have you ever heard of any local agency that deals with child abuse?" A significant percentage (46%) know of neglected children, but did not know of an agency that deals with abused children.

The respondents perceptions of assistance to abused children was measured by cross-tabulating question, "Have you ever wanted to know who to call for help for an abused child?" with question, "Have you ever heard of any local agency that deals with child abuse?" (Table 15). A significant proportion (61%) wondered about who to call and did not know of a local agency that deals with child abuse.

Correlational Analysis

To determine what relates to what, the data was interpreted through a correlational analysis. Bivariate correlation provides a single number which summarizes the relationship between two variables. These correlation coefficients indicate the degree to which variations (or change) in one variable is related to variation (change) in another. A correlation coefficient not only summarizes the strength of associations between a pair of variables, but also provides an easy means for comparing the strenth of relationships between one pair of variables and a different pair.

Several of the questionnaires major scales were subjected to factor analysis so that sub-scales could be identified. These sub-scales could then be treated as Likert type scales, that is, the items in a cluster could be added up for total scores and means. Seventeen sub-scales were identified from the factor analysis of the major scales. Table 16 shows the three advise group clusters identified in the Attitudes Toward Community Actors Scale. These are. Counselor group (social workers, probation officers, psychologists, and mental health counselors), legal group (county attorney, judge, and lawyer), and school group (school guidance counselor, teacher, and principal).

Two clusters were identified from the Attitudes Toward the Importance of Actual or Proposed Programs Scale (see Table 17). They are: Counseling/Treatment and Prevention.

Twelve clusters were identified from the semantic differential scales. These were previously presented and discussed as social role and social actor factor clusters. (see Table 10).

Pearson Product-Moment Correlation Coefficients were used to determine the relationships between these 17 scales and ordinal and interval level demographic variables. Figure 2 presents the scale names and the demographic variables used.

Table 18 presents the intercorrelation matrix of scales and demographic variables. Out of the eleven demographic variables, eight showed the most statistically significant correlation coefficients with the scales. The eight are: years lived in area, age, sex, level of education, number in household, under 5 in household, family income and community satisfactions.

The following summarizes the correlation analysis:

Years lived in area

1. The longer the respondent lived in the area, the less likely they would seek advice from the counselor, legal, or school groups.

2. The longer the respondent lived in the area, the less importance they gave to counseling/treatment and prevention programs.

3. The longer the respondent lived in the area, the less positive they were toward children and parents' roles and actors.

4. The longer the respondent lived in the area, the less negative they were to child abuser roles and actors.

Age

5. The older the respondents, the less likely they would seek advice from legal groups.

6. The older the respondents, the less importance they gave to counseling/treament and prevention programs.

7. The older the respondents, the more negative they were to children and parents' roles and actors.

8. The older the respondents, the less negative they were to child abuser roles and actors.

9. The older the respondents, the more negative they were to child abuser reporters roles and actors.

Sex

10. Female respondents tended to feel more confident than males in seeking advice from counselor and school groups.

11. Female respondents felt more importance in counseling/treatment and prevention programs.

Level of education

12. The higher the respondents' education, the more likely they would seek advice from school groups.

13. The higher the respondents' education, the more importance they gave to counseling/treatment programs and prevention programs.

14. The higher the respondents' education, the more positive they were toward children social actors.

Number in household

15. The larger the respondents' household, the more they tended to feel confident in seeking advice from the legal group.

16. The larger the respondents' household, the more importance they gave to prevention programs.

17. The larger the respondents' household, the more positive they were toward children roles, parents roles and actors, and fathers roles and actors.

Under 5 year olds in household

18. The more under 5 year olds in households, the more positive the respondents were toward father roles and actors.

19. The more under 5 year olds in households, the more negative the respondents were toward child abuser roles and actors.

Family income

20. The higher the respondent family income, the more likely they would seek advice from counselor and school groups.

21. The higher the respondent family income, the more positive they were toward father roles and actors.

22. The higher the respondent family income, the more negative they were toward child abuser actors.

Community satisfaction

23. The more satisfied toward their community the respondents were, the more importance they gave to counseling/treatment and prevention programs.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The study's findings regarding children and family issues point to the following suggestions for the citizens of Crawford and Ida counties:

1. The community could profit from some training in awareness of the importance of systems change for the benefit of youngsters. Support needs to be gained for such youth advocacy programs as: legal services for youth, eliminating stigma producing tracking systems in schools, and rights of children.

2. There would be support for community involvement (citizen participation) of problem family and children programs, both at the remedial and prevention levels.

3. There would be support for child and parent/teacher communications training programs. Such positive programs as Parent Effectiveness Training and Teacher Effectiveness Training should be pursued.

4. Many in the community can act as "gatekeepers" to the system. Most all the community actors listed as possible sources of advise were perceived in a positive light. Given training, these community actors could refer child abuse and neglect cases to the proper source of assistance.

5. The semantic differential analysis revealed little tolerance for child abusing adults. It appears possible to obtain community support for meaningful remedial and prevention programs. People should have no fear of reporting abuse and neglect cases to the authorities. There appears little chance of ridicule for interference into family affairs or stigma as "tattlers".

6. The analytical analysis shows that many who know of hurt and neglected children, do not know who to call for help regarding these children. This is especially true of those who know of neglected children. Surely, this reveals the importance of making citizens aware of agencies that deal with child abuse and neglect.

7. From the correlational analysis we can identify the type of citizen that could be recruited to support, work in, and volunteer in treatment and prevention programs. Such people are the newer and younger members of the community, women, higher educated, and satisfied with their community. These citizens should be sought out for program assistance.

TABLE 11. RESPONDENTS' EXPERIENCES WITH KNOWLEDGE OF ABUSED CHILD AND KNOWLEDGE OF ASSISTANCE

(FREQUENCY AND PERCENT)

KNOW OF CHILD HURT BY ADULTS	WHO TO CALL FOR HELP FOR ABUSED CHILD: YES	WHO TO CALL FOR HELP FOR ABUSED CHILD: NO
YES	35 (66.0)	18 (34.0)
NO	66 (42.0)	91 (58.0)

N = 210

TABLE 12. RESPONDENTS' EXPERIENCES WITH KNOWLEDGE OF ABUSED CHILD AND AWARENESS OF CHILD ABUSE AGENCY

(FREQUENCY AND PERCENT)

KNOW OF CHILD HURT BY ADULTS	LOCAL AGENCY DEALING WITH CHILD ABUSE: YES	LOCAL AGENCY DEALING WITH CHILD ABUSE: NO
YES	35 (64.8)	19 (35.2)
NO	62 (39.5)	95 (60.5)

N = 211

TABLE 13. RESPONDENTS' EXPERIENCES WITH KNOWLEDGE OF NEGLECTED CHILD AND KNOWLEDGE OF ASSISTANCE

(FREQUENCY AND PERCENT)

KNOW OF NEGLECTED CHILD	WHO TO CALL FOR HELP FOR ABUSED CHILD: YES	WHO TO CALL FOR HELP FOR ABUSED CHILD: NO
YES	63 (67.7)	30 (32.3)
NO	38 (32.2)	80 (67.8)

N = 211

TABLE 14. RESPONDENTS' EXPERIENCES WITH KNOWLEDGE OF NEGLECTED CHILD AND AWARENESS OF CHILD ABUSE AGENCY

(FREQUENCY AND PERCENT)

KNOW OF NEGLECTED CHILD	LOCAL AGENCY DEALING WITH CHILD ABUSE: YES	LOCAL AGENCY DEALING WITH CHILD ABUSE: NO
YES	51 (54.3)	43 (45.7)
NO	46 (39.0)	72 (61.0)

N = 212

TABLE 15. RESPONDENTS' EXPERIENCES. PERCEPTIONS OF ASSISTANCE

(FREQUENCY AND PERCENT)

WHO TO CALL FOR HELP FOR ABUSED CHILD	LOCAL AGENCY DEALING WITH CHILD ABUSE: YES	LOCAL AGENCY DEALING WITH CHILD ABUSE: NO
YES	39 (38.6)	62 (61.4)
NO	56 (51.4)	53 (48.6)

N = 210

FIGURE 2

SCALES

ATTITUDES TOWARD COMMUNITY ACTORS

S_1 = COUNSELOR GROUP
S_2 = LEGAL GROUP
S_3 = SCHOOL GROUP

ATTITUDES TOWARD THE IMPORTANCE OF ACTUAL OR PROPOSED PROGRAMS

S_4 = COUNSELING/TREATMENT
S_5 = PREVENTIONS

SEMANTIC DIFFERENTIALS

S_6 = SOCIAL ROLES: CHILDREN
S_7 = SOCIAL ACTORS: CHILDREN
S_8 = SOCIAL ROLES: PARENTS
S_9 = SOCIAL ACTORS: PARENTS
S_{10} = SOCIAL ROLES: MOTHERS
S_{11} = SOCIAL ACTORS: MOTHERS
S_{12} = SOCIAL ROLES: FATHERS
S_{13} = SOCIAL ACTORS: FATHERS
S_{14} = SOCIAL ROLES: CHILD ABUSERS
S_{15} = SOCIAL ACTORS: CHILD ABUSERS
S_{16} = SOCIAL ROLES: CHILD ABUSER REPORTERS
S_{17} = SOCIAL ACTORS: CHILD ABUSER REPORTERS

DEMOGRAPHIC VARIABLES

YEARS LIVED IN AREA
AGE
SEX
LEVEL OF EDUCATION
NUMBER IN HOUSEHOLD
UNDER 5 YEAR OLDS IN HOUSEHOLD
5-9 YEAR OLDS IN HOUSEHOLD
10-14 YEAR OLDS IN HOUSEHOLD
15-19 YEAR OLDS IN HOUSEHOLD
FAMILY INCOME
COMMUNITY SATISFACTION SCALE

TABLE 18. INTERCORRELATION MATRIX OF SCALES AND DEMOGRAPHIC VARIABLES

	S_1	S_2	S_3	S_4	S_5	S_6	S_7	S_8	S_9	S_{10}	S_{11}	S_{12}	S_{13}	S_{14}	S_{15}	S_{16}	S_{17}
Years lived in area	-.17*	-.15*	-.13*	-.26*	-.33*	-.10	-.17*	-.14*	-.14*	-.06	-.07	-.05	-.16*	.20*	.22*	.11	-.13*
Age	-.08*	-.12*	-.00	-.18*	-.32*	-.05	-.17*	-.18*	-.25*	-.12*	-.17*	-.21*	-.35*	.30*	.25*	-.16*	-.26*
Sex	.13*	-.01	.16*	.19*	.17*	.05	-.04	.07	-.02	.11	.10	.09	.05	-.00	-.0[illegible]	-.14	.08
Education	.09	.03	.14*	.15*	.14*	.00	.29*	.00	.03	-.00	.07	.01	.09	-.03	-.06	-.11	.10
# in household	.10	.17*	.10	.04	.14*	.15*	.04	.19*	.14*	.08	.08	.18*	.22*	-.09	-.03	-.04	.08
Under 5 year olds	.03	.07	.07	.05	.10	.10	.17*	.09	.17*	.08	.16*	.17*	.20*	-.24*	-.26*	-.13*	.21*
5-9 year olds	-.01	.11	.11	-.06	.04	.06	.06	.04	.07	.00	.09	.10	.14*	-.10	-.08	-.06	.09
10-14 year olds	-.01	.05	.14*	-.03	-.02	.08	-.01	.05	.01	.06	.03	.15*	.04	-.02	-.02	.05	-.09
15-19 year olds	-.00	.07	.08	-.02	-.10	.18*	.06	.10	.05	.07	.06	.07	.10	-.04	-.00	.01	.01
Family income	.25*	.08	.12*	.07	.09	.00	-.00	.12	.13	.03	.05	.19*	.15*	-.09	-.14*	-.06	.07
Community satisfaction	.03	.08	-.00	.21*	.32*	-.14*	-.03	-.03	.04	.02	.04	-.05	.10	-.05	-.01	-.04	.08

* = Statistically significant correlations. $P. < .05$.

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